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# Developing and facilitating a creative teaching culture using an Electronic Voting System

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[ Friday 19 June 2009 ]



QR code for conference poster



QR code for the presentation slides

# Background

- At the beginning of the 2008/2009 academic year, the e-Learning team embarked on a pilot of an Electronic Voting System (EVS).
- With the intention of improving the assessment and feedback loop (Sadler, 1989; Nicol and MacFarlane-Dick, 2006), the EVS has been embraced by a number of lecturers to support their face-to-face teaching.



There has been evidence of a sustained change in the way that some individuals teach when they use the technology.

# How can EVS be used to support learning?

Davenport, Hayes and Parmar (2009) identified five key areas:

- For diagnostic testing at the beginning of a lecture
- For monitoring understanding of the content by students
- For enabling the provision of immediate feedback
- For keeping students actively engaged in their learning
- For promoting peer interaction and support

The full paper exploring these ideas can be found at: <http://opus.bath.ac.uk/12505>



# Case Studies

immediate impact

- Increasing student engagement
  - <http://go.bath.ac.uk/p5cb>
- Student-centred learning
  - <http://go.bath.ac.uk/wkch>
- Promoting deeper learning
  - <http://go.bath.ac.uk/nyc8>
- Encouraging Participation
  - <http://go.bath.ac.uk/2fr9>

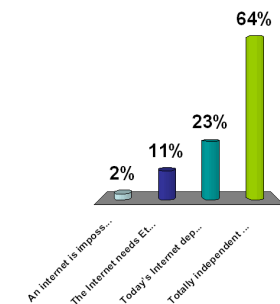
Put these aircraft in order of maximum range (longest range first)



- 0% 1. F, D, E, B, A, C
- 0% 2. D, F, B, A, E, C
- 0% 3. F, D, A, B, C, E

## Internet and Ethernet

- A. An internet is impossible without Ethernet
- B. The Internet needs Ethernet
- C. Today's Internet depends on Ethernet
- D. Totally independent concepts



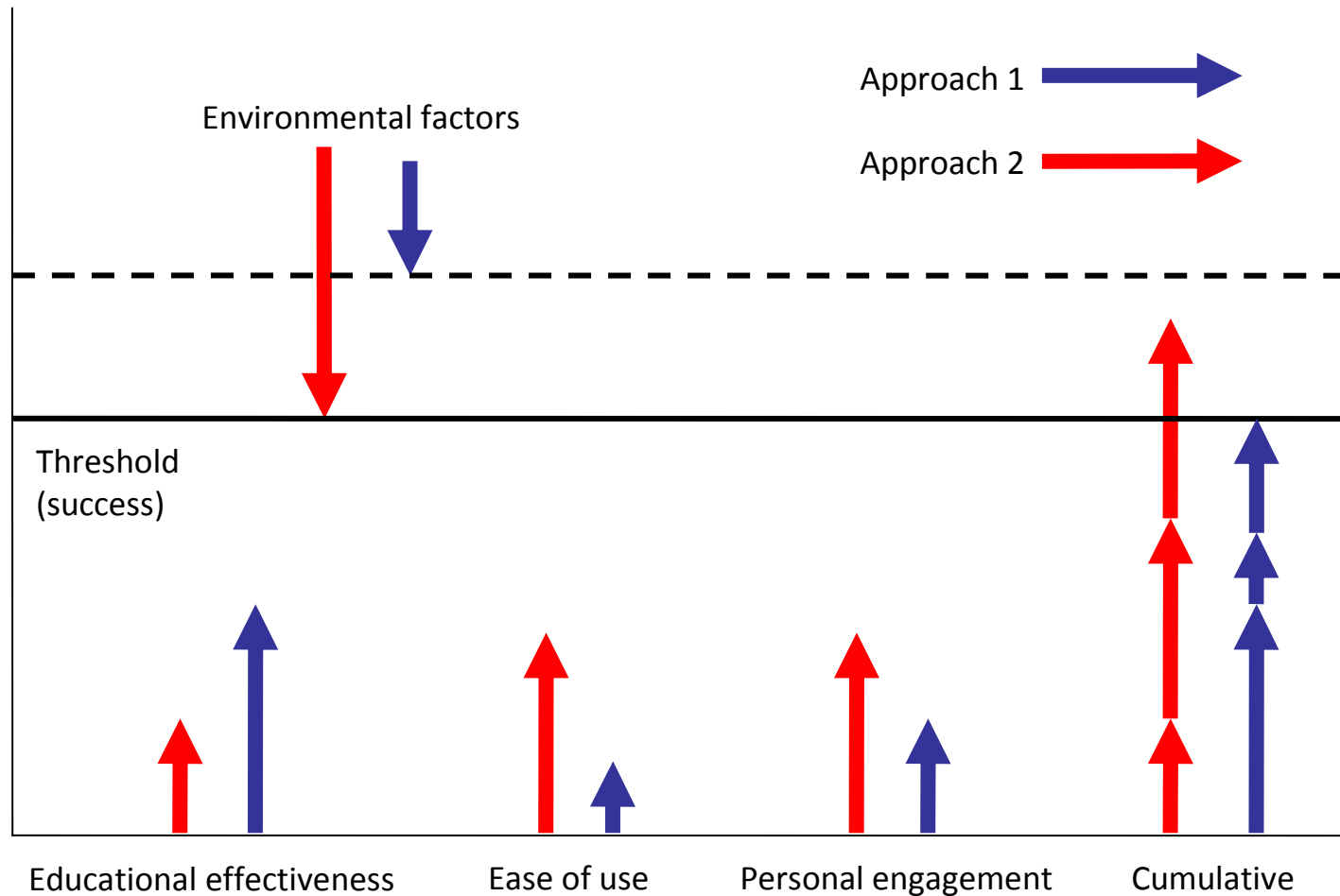
## CHALLENGE

Establish support structures which encourage staff to develop their teaching practice, allowing them to gain the benefits of such learning technologies.

## ACTION

The e-Learning team has redesigned their own staff support model. The justification for this is evident when applying the Collis, Peters and Pals (2001) 4-E's Model.

# Collis, Peters and Pals (2001) 4-E's Model



For a technology to be implemented in a sustainable manner, the combined factors (Educational effectiveness, Ease of use and Personal engagement) need to be larger than the threshold point, which are determined by Environmental factors.

# Developing the teaching culture

long term impact

- Gradual shift from **Approach 1**, with an emphasis on
  - Central workshops
  - Case studies
  - A single specialist in the team
- The team has moved to **Approach 2**, with a focus on
  - Rapid news transfer (via Twitter, SMS)
  - Development of team knowledge
  - Profiling at institutional level
  - Inter-team implementation
  - Working alongside lecturers to write journal articles and conference papers
  - Emphasis on evaluation.
- The 4-E's Model would predict that **Approach 2** signifies that a lecturer is more likely to make use of technological innovations for a learning and teaching related purpose.



# How have outcomes been disseminated?

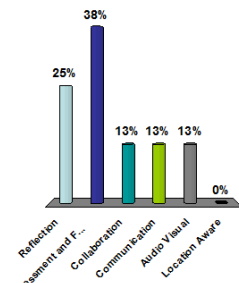
A blog-style website has become a central resource over the course of the pilot for

- Dissemination of good practice in the form of practitioner experiences
- Reflections on meetings with internal and external colleagues
- Support material, provided in the form of written and video user guides
- Links to relevant external websites via an RSS feed from delicious

The EVS is also used within the e-Learning Staff Development programme to promote personalisation within seminars and workshops.

Which themes are you most interested in exploring?

1. Reflection
2. Assessment and Feedback
3. Collaboration
4. Communication
5. Audio Visual
6. Location Aware



# Support

- For pedagogical advice  
[e-learning@bath.ac.uk](mailto:e-learning@bath.ac.uk)
- Project information  
<http://go.bath.ac.uk/evs>
- Relevant reading  
<http://go.bath.ac.uk/ars-reading>



# Where next for you?

- It is across to you! We are very interested in hearing your stories of strategies that your institution has put in place to promote a cultural change in teaching practice.

What works?

Are there any examples to evidence these thoughts?

What does not work?

- To continue this discussion, please visit <http://go.bath.ac.uk/ir0l>



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**Colligo: Reflections of a Learning Technologist**  
<http://colligo.wordpress.com>



<http://www.slideshare.net/nrparmar/>

